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ABSTRACT

The paper describes courses and enrollments for the 43 Texas community colleges offering real estate courses during the 1973-74 school year. The most frequently offered courses were principles, appraisal, finance, law, practice, and brokerage. Results of questionnaire surveys of the 43 community colleges indicate a larger part-time enrollment by older adult students for reasons other than acquiring a degree or transferring to a four-year school. They also suggest that taking a course for credit confers a higher degree of professionalism on the individual than the same course offered in a credit-free or noncredit environment. The findings of a 1973-74 survey of San Jacinto College suggest a high enrollment of students in the mid-to-late 40's in courses to study for the State real estate license examination, for investment knowledge, or in anticipation of a second career upon retirement. It also appears that the prime reason for students' enrolling in the real estate principles course is to prepare them to pass the State examination. Forms, course data, the survey instrument, and printouts of their results appear in appendixes, which comprise nearly half of the paper. (JR)

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REAL ESTATE EDUCATION IN COMMUNITY COLLEGES: THE TEXAS EXPERIENCE

by Robert Lyon*

Introduction

"Texas colleges and universities do not offer real estate courses." "I can not take a real estate course within commuting distance." These and similar statements concerning the real estate course offerings and accessibility in Texas institutions of higher education have been made by many Texas real estate practitioners. A review of the National Association of Realtor's (NAR) Study of Real Estate Courses at Universities and Colleges in 1971 revealed only seven Texas community colleges offered real estate courses.[1] The Education Division of the Texas Real Estate Research Center (TRERC), in response to these statements and the NAR study, surveyed all Texas community and senior colleges (summer 1974) to determine the validity of these statements and to establish current base-line data for educational trends and projections. A response rate of over 93 percent was received from the 54 community colleges and over 70 percent from the 57 senior colleges. Proprietary schools and professional society institutes were not included in this survey.

California and Colorado Real Estate Offerings

The community college real estate offerings in California are on a credit basis. California requires 24 units or semester hours for a real estate certificate.[2] The California Community College real estate course offerings include:

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CE004250

Principles
Law
Practice
Finance
Appraisal
Real Estate Economics
(Real Estate Electives)

These 24 units (semester hours) enable the student to receive a certificate in real estate in the community college system. An associate degree in real estate can be obtained by completing these courses, plus accounting and communications for the remainder of a 60 semester hour program.

California also has organized workshops and seminars to upgrade college real estate teachers and to certify them after successful completion. There are approximately 900 teachers certified under this program.

Colorado has established a Cooperative Real Estate Certificate Program.[3] The program is supervised by the University of Colorado Division of Continuing Education in close cooperation with the Colorado Real Estate Commission and the Colorado Association of Real Estate Boards. The curriculum includes five fundamental courses:

Fundamentals
Law
Appraisal I
Finance
Listings

and nine elective courses:

Sales
Closings
Appraisal II
Tax Factors
Trades
Tax and Exchanges
Commercial and Investment
Property Management
Brokerage Administration

Each of these courses range from 20 to 30 clock hours and are evaluated by grades of E-excellent, S-satisfactory, and U-unsatisfactory. Grades of E or S are required for certificate credit. Credit by examination is available as well as substitute credit. Each course is assigned one credit and a total of eight credits is required for the Certificate of Achievement in Real Estate. A minimum of four fundamental and four elective courses must be successfully completed to acquire the certificate.

Instructors are certified by the University of Colorado and associate instructors are usually faculty members of local institutions offering these courses.

Texas Survey Methodology

This paper concentrates on the survey results depicting the community college real estate course offerings. The courses and enrollment reflect the 1973-74 school year. The enrollments quoted are the estimated head count or class enrollment and may reflect one person being counted for each real estate class attended. The questionnaires were mailed to 54 community colleges and 57 senior colleges and, in most cases, were addressed to the Vocational-Technical Dean or the Dean of the College of Business. The questionnaire (refer to Exhibit I) was open-ended, allowing the respondents to list course titles, credit or non-credit classification, time offered and the text used. These responses were categorized into the community college course classifications shown in Exhibit II. Texts adopted by both community and senior colleges are referenced in Exhibit III.

Community College Survey Findings

Exhibit II reveals the course classification, yearly enrollment,

credit or non-credit and the time of day offered. Most frequently offered real estate courses were: Principles (43), Appraisal (27), Finance (23), Law (23), Practice (14) and Brokerage (12). The 43 Texas community colleges offering real estate courses in 1973-74 had an estimated enrollment of approximately 12,159.

An analysis of Exhibit II shows that thirty-three (81%) of the responding community colleges offered their real estate courses exclusively in the evening. Sixteen (37%) of the community colleges offered real estate courses for college credit. Both of these statistics seem to indicate a larger part-time enrollment by older adult students for reasons other than acquiring a degree or transferring to a four-year school. Of the 15 colleges offering real estate courses for credit, only 1 offered real estate courses exclusively during the day, while 4 offered day and evening classes and 10 held evening classes exclusively. This could indicate a shift from a credit-free to a credit program for funding purposes or to satisfy the industry's desire to attain professionalism through education. This attitude seems to indicate that a credit course applied to a degree program, whether or not a person intends to complete that program, reflects a higher degree of professionalism upon the individual, and therefore indirectly upon the industry, than the same course offered in a credit-free or non-credit environment.

Dr. Edgar Cook, addressing the issue of professionalism in the real estate industry, has suggested that the industry should define its needs and develop a comprehensive program using the resources of higher education institutions, especially the community college.[4]

The college credit programs are funded under the Vocational-

Technical Division of the Texas Education Agency and are established under the following general guidelines: 24 to 30 credit hours in real estate, the major field; related courses that would be relevant to the practitioner and would fulfill the 62 hours required for an associate degree program; use of an industry advisory committee; certification of instructors--both work experience and degree preferred; and the concept of occupational competence at the end of the two-year program. Transferability from the vocational real estate courses to a four-year program is not emphasized and are only accepted for transfer on an individual college-to-college basis. There is no set statewide vocational real estate curriculum pattern that would promote the transferability of courses.

Exhibit III reflects the texts adopted by both community and senior colleges. During the 1973-74 school year 17 community colleges adopted the text, Modern Real Estate Practices in Texas, by Morse and Taylor. This is more practical oriented than most principles texts and seems to fit the Texas community college market. There also seems to be a demand for more practical job-oriented texts in related areas (law, finance, appraisal) that reflect Texas real estate practices as opposed to abstract texts emphasizing nation-wide or other regional practices and trends.

Internal Community College Survey

During 1973-74, the TRERC cooperated with San Jacinto College to produce an internal survey instrument that could be used to help evaluate an existing associate degree curriculum. San Jacinto College is located in the Houston area and offers a typical urban center real estate program. The Real Estate enrollment has exceeded

800 students annually for the past two years and the courses are offered for credit in the evening.

Four hundred and seventy questionnaires were handed to students (Fall 1973) who completed them during class. Sixty-seven percent of the questionnaires were completed and returned. Thirty-three percent of the students were enrolled in two or more classes and returned only 1 questionnaire.

The survey results are illustrated in Exhibit IV. Several points should be emphasized. One of the major points was the age range (19 to 64), mode 47, median 42, and the mean, 38. The higher age factor may partially account for the response pattern received on the questionnaire, as illustrated by questions 5 and 8.

Question 5 reflected the student's reason for his enrollment in the first real estate course. The following responses and percentages were recorded:

123 (27%) (b) gain information for taking state exam

113 (25%) (c) gain personal knowledge for investments

85 (19%) (d) gain career information for part-time employment

67 (15%) (a) meet license renewal requirement

34 (8%) (e) gain career information for employment upon retirement

28 (6%) (f) miscellaneous

Question 8 concerned income received from real estate sales and revealed that only 60 respondents had income from sales, and of these, 12 depended entirely on real estate as their primary income source.

The findings of this community college survey seem to reflect the current standing of real estate education in most Texas commu-

nity colleges. There is a high enrollment of students in their mid-to-late forties in courses to study for the state real estate license examination, for investment knowledge, or in anticipation of a second career upon retirement. More students seem to enroll in preparation to take the state examination than in order to renew their license upon completing a 30 clock hour or three semester hour real estate course.

The TRERC held a series of real estate instructor workshops in 1973-74 to introduce competency-based instructional techniques and to emphasize real estate audio-visual material. Many instructors who were present had made informal class surveys and had found similar results to those reported above in the San Jacinto College survey.

The present Texas real estate license law requires an individual to successfully pass the state examination, and satisfactorily complete 30 clock hours in a real estate course for renewal of his salesperson license. An accumulation of 90 clock hours is required before being eligible to take the broker's examination. Clock hours accrue at the rate of 45 per 3 semester hour course. Table I lists the states that require 90 or more clock hours for a broker's license.

While the college's purpose for the principles course is not to prepare an individual to pass the state examination, that is generally the reason most people enroll in their first real estate course. This course serves them in two ways: first, to prepare for the state examination, and secondly, to earn 30 retroactive clock

hours to meet the requirement for their first salesperson license renewal upon successful completion of the course and license examination.

Table I. States Requiring 90 Clock Hours or More for Broker Requirements in 1972*

STATE	CLOCK HOURS	NUMBER OF COURSES
Arizona	90	2
California	180	**4
Connecticut	360	**8
Louisiana	90	2
Pennsylvania	240	**5 1/3
Texas	90	2
Washington	90	**2

*SOURCE: National Association of Real Estate License Law Officials, Resident and Nonresident Real Estate Broker Licensing Requirements, California Department of Real Estate, Sacramento, California, 1972.

**Specifies 3 semester-hour college level courses.

Summary and Conclusions

The community college plays a major role in Texas real estate education. The placement of the 54 colleges within commuting distance of most Texas citizens has made the community college an ideal vehicle for real estate education. As more colleges shift from credit-free to credit courses and evaluate their student's career goals, real estate education will take a step forward in meeting industry needs. The shifting of courses from credit-free to credit without changing the course content and evaluating student career goals will be an empty gesture which can not advance the premise of professionalism through education.

The Texas community college's purpose is to serve its community and, in this case, the real estate industry through education. This industry can best be served by expanding course offerings to interested young adults seeking a lifelong career, as well as offering real estate courses for adults planning their second and third career. This can be done by offering more real estate courses during day classes, instituting real estate career counseling for both entering freshman and high school seniors, as well as maintaining high quality courses for older adults. It is our hope that community college administrators will meet the challenge of providing effective real estate education to all citizens--both young and old--through a relevant career oriented real estate curriculum.

REFERENCES

1. National Association of Realtors, Study of Real Estate Courses at Universities and Colleges, National Association of Realtors, Education Division, Chicago, Illinois, 1971.

2. California Department of Real Estate Bulletin, Real Estate Education in California, 714 P. Street, Sacramento, California; 1973.

3. University of Colorado Bulletin, Cooperative Real Estate Certificate Program, 1973-74, University of Colorado, Division of Continuing Education, Bureau of Class Instruction, Boulder, Colorado; 1973.

4. Cook, Edgar D., Jr., "Toward Professionalism--Developing a Real Estate Discipline," Volume 42, No. 2, April, 1974, The Appraisal Journal, 155 East Superior Street, Chicago, Illinois, 60611.

EXHIBIT I

EXHIBIT I

*Please complete the following information concerning your real estate course(s) and return the form to the

Texas Real Estate Research Center
Texas A&M University
College Station, Texas 77843

RESPONDENT _____

SCHOOL _____

COURSE TITLE	CREDIT Sem.Hrs.	NON-CR. Clock Hours	DAY(D) EVE(E) BOTH(B)	TEXT	AUTHOR
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	
_____	( )	( )	( )	_____	

Approximate overall yearly enrollment in real estate _____

Are real estate curriculum guides needed? Yes _____ No _____

If yes, list courses: _____, _____, _____, _____, _____, _____.

How can the Texas Real Estate Research Center be of benefit to your real estate program?

_____

_____

Thank you for the courses and text information. All responding schools will receive a copy of the Texas real estate curriculum inventory.

* If no real estate courses are offered, please return the form so indicated.

EXHIBIT II

EXHIBIT II

TEXAS COMMUNITY COLLEGE REAL ESTATE COURSES
1973-74

	PRINCIPLES	PRACTICE	FINANCE	BROKERAGE	APPRAISAL	LAW	SYNDICATNS	TITLE	INVESTMENT	PROP. MNG.	SPECIAL	INTERNSHIP	YR. ENROL	CR. COL CR.	CAMPUS VISIT
ALVIN JR COLLEGE	1	1	1	1	1	1	0	0	0	0	0	0	60	C	
AMARILLO COLLEGE	1	0	1	0	1	1	0	0	0	0	0	0	500	NC	
ANGELINA COLLEGE	1	0	0	0	0	0	0	0	0	0	0	0	75	NC	
AUSTIN COMMUNITY COL	1	0	1	0	1	1	0	0	0	0	0	0	289	C	
BEE COUNTY COLLEGE	1	0	0	0	0	0	0	0	0	0	0	0	26	NC	
BLINN COLLEGE	1	0	1	0	1	0	0	0	0	0	0	0	105	NC	
BRAZOSPORT COLLEGE	1	0	1	0	0	1	0	0	0	0	0	0	200	NC	
CENTRAL TEXAS COL	1	0	1	0	0	1	0	0	0	0	0	0	50	C	
COL. OF THE MAINLAND	1	0	1	0	1	1	0	0	0	0	0	0	100	NC	
COOKE CNTY COLLEGE	1	1	1	0	2	0	0	0	1	1	2	2	115	C	
DEL MAR COLLEGE	1	0	1	1	1	1	0	0	0	0	0	0	350	NC	
EASTFIELD-DALLAS	1	0	1	0	1	1	1	0	0	1	0	0	1050	NC	
EL CENTRO-DALLAS	1	0	1	0	2	1	0	0	0	0	0	0	275	NC	
FRANK PHILLIPS COL	1	0	0	0	0	0	0	0	0	0	0	0	30	NC	
GALVESTON COLLEGE	1	1	0	1	0	0	0	0	0	0	0	0	65	NC	
HENDERSON CNTY	1	0	0	0	0	0	0	0	0	0	0	0	100	NC	
HOUSTON COMMUNITY	1	0	1	1	1	1	0	0	0	1	0	0	1300	C	
HCC	0	1	0	0	0	0	0	0	0	0	0	0	450	NC	
HOWARD COL-BIG SPRNG	1	0	1	0	1	1	0	0	0	0	0	0	352	C	
KILGORE COLLEGE	1	0	0	0	1	1	0	0	0	0	0	0	172	NC	
LEE COLLEGE	1	0	0	1	1	1	0	0	0	0	0	0	45	C	
LUBBOCK CHRISTIAN	1	0	0	0	0	0	0	0	0	0	0	0	150	NC	
MCLENNAN COMMUNITY	1	1	1	1	2	1	0	0	0	0	0	1	257	NC	
MIDLAND COLLEGE	1	1	0	0	0	0	0	0	0	0	1	0	150	NC	
NAVARRO COLLEGE	1	1	0	0	0	0	0	0	0	0	0	0	60	NC	
NORTH HARRIS CNTY	1	0	1	0	1	0	0	0	0	0	0	0	97	NC	
ODESSA COLLEGE	1	0	0	0	1	0	0	0	0	0	0	0	145	NC	
PARIS JUNIOR COLLEGE	1	1	0	0	0	0	0	0	0	0	0	0	50	NC	
RICHLAND-DALLAS	1	0	1	0	1	1	1	0	0	0	0	0	1500	NC	
SAN ANTONIO COLLEGE	1	0	1	1	1	1	0	0	0	1	0	1	550	C	
SAN JACINTO COLLEGE	1	0	1	0	1	1	0	1	0	0	0	0	823	C	
SOUTH PLAINS COLLEGE	1	1	0	0	0	0	0	0	0	0	0	0	120	NC	
SOUTH PLAINS-LUBBOCK	1	1	1	1	1	1	0	1	1	1	0	0	60	C	
SOUTH TEXAS COLLEGE	1	0	0	0	0	0	0	0	0	0	0	0	50	C	
SOUTHWEST TEXAS	1	0	0	0	0	0	0	0	0	0	0	0	34	NC	
ST. PHILIP'S COLLEGE	1	1	1	0	1	1	0	1	0	1	1	0	305	C	
TARRANT CNTY JR COL	1	0	1	0	0	1	0	0	0	0	0	0	309	C	
TCJC	1	0	0	1	0	0	0	0	0	0	0	0	700	NC	
TEMPLE JR COLLEGE	1	0	1	0	1	1	0	0	0	0	0	0	120	NC	
TEXARKANA COLLEGE	1	1	0	0	0	0	0	0	0	0	0	0	140	NC	
TYLER JUNIOR COLLEGE	1	1	1	1	1	1	0	2	0	1	0	0	550	C	
VERNON REGIONAL COL	1	0	0	0	0	0	0	0	0	0	0	0	30	C	
VICTORIA COLLEGE	1	0	0	1	1	1	0	0	0	0	0	0	150	C	
WHARTON CNTY JR COL	1	1	0	1	0	0	0	0	0	0	0	0	100	NC	
	43	14	23	12	27	23	2	5	2	7	4	4	12159		

EXHIBIT III

EXHIBIT III

REAL ESTATE TEXTS ADOPTED BY TEXAS JUNIOR AND SENIOR COLLEGES 1973-74

AUTHOR	TITLE	PUBLISHER	NUMBER ADOPTED JR	SR	TOTAL
PRINCIPLES					
BELL	TEXAS REAL ESTATE	GULF PUB	3	0	3
BROWN	ESSENTIALS OF REAL ESTATE	PRENTICE-HALL	0	1	1
NIREB	REAL ESTATE SALESMAN HANDBOOK	NIREB	0	1	1
RING	PRIN AND PRACTICE OF REAL EST	PRENTICE-HALL	12	13	25
SMITH ET. AL.	REAL ESTATE & URBAN DEVELOPMENT	IRWIN	0	3	3
UNGER	REAL ESTATE PRIN AND PRACTICE	SOUTH-WESTERN	8	10	18
MORSE AND TAYLOR	MODERN REAL ESTATE PRAC IN TX	REAL EST.ED.C	17	1	18
FINANCE AND MATHEMATICS					
ATTEBERRY	MODERN REAL ESTATE FINANCE	GRID,INC.	5	0	5
BRYANT	MORTGAGE LENDING	MCGRAW-HILL	1	0	1
HOAGLAND & STONE	REAL ESTATE FINANCE	IRWIN	11	6	17
MAISEL	FINANCE OF REAL ESTATE	MCGRAW-HILL	0	1	1
MCMICHAEL'&O'KEEFE	HOW TO FINANCE REAL ESTATE	PRENTICE-HALL	3	0	3
PEASE	MORTGAGE BANKING	MCGRAW-HILL	1	0	1
WIEDEMER	REAL ESTATE FINANCE	RESTON PUB CO	0	2	2
LAW AND CONVEYANCE					
KRATOVIL	REAL ESTATE LAW	PRENTICE-HALL	9	4	13
LEVINE	REAL ESTATE LAW & TAX TRANSACTNS	WEST PUB	0	1	1
LUSK	LAW OF REAL ESTATE	IRWIN	2	4	6
ROSENBURG	COLLEGE BUSINESS LAW	MCGRAW-HILL	0	1	1
THUROW	REAL ESTATE LAW OF TEXAS	HEMPHILL'S	9	2	11
APPRAISAL AND VALUATION					
AIREA	APPRAISAL OF REAL ESTATE	AIREA	15	7	22
BABCOCK	APPRAISAL PRIN AND PROCEDURE	IRWIN	1	0	1
BROWN	REAL ESTATE ECONOMICS	HOUGHTON-MIF	0	1	1
KINNARD	INTRO TO APPRAISING REAL PROPTY	SREA	0	1	1
KNOWLES	SINGLE FAMILY RES APPRAISAL	PRENTICE-HALL	2	0	2
RING	VALUATION OF REAL ESTATE	PRENTICE-HALL	3	1	4
MAY	VALUATION OF RESIDENTL REAL EST	PRENTICE-HALL	1	0	1
BARLOWE	LAND RESOURCE ECONOMICS	PRENTICE-HALL	0	1	1
BROKERAGE AND PRACTICE					
CASE	REAL ESTATE BROKERAGE	PRENTICE-HALL	4	0	4
REICH	REAL EST(COLLEGE OUTLINE SERIES)	BARNES & NOBLE	0	2	2
WEIMER ET. AL.	REAL ESTATE	RONALD PRESS	0	2	2
MANAGEMENT					
DOWNS	PRIN OF REAL ESTATE MGMT	IREM	5	2	7
KINNARD & MESSNER	INDUSTRIAL REAL ESTATE	SIR	0	1	1

EXHIBIT IV

EXHIBIT IV

Survey For Established Real Estate Program - James Rothermel

For six years San Jacinto College has been offering, through its continuing education program and for academic credit, the courses required for licensure as a real estate salesman and broker with an enrollment each year of over 800 students

Compiled Responses For Real Estate Survey-
San Jacinto College - November 1973

1. Age Range 19-64 Mode 47 Median 42 Mean 38 Sex--Male 230 Female 109

2. City 19 cities were represented

3. Are you receiving GI (veterans') benefits? Yes 85 No 233
If yes,

16 (a) full-time
44 (b) half-time
3 (c) quarter-time 8 3/4 time
8 (d) World War II
11 (e) Korean conflict
43 (f) Vietnam conflict
7 (g) other - list 2-Cold War/2-Air Force Assistance/2-Hazelwood Act/ Active Service Time

4. When did you register for your first real estate course at San Jacinto College?

(a) Fall 1967	1	(h) Spring 1968	0
(b) Fall 1968	0	(i) Spring 1969	0
(c) Fall 1969	2	(j) Spring 1970	2
(d) Fall 1970	4	(k) Spring 1971	2
(e) Fall 1971	9	(l) Spring 1972	9
(f) Fall 1972	26	(m) Spring 1973	44
(g) Fall 1973	208		

5. What was your primary reason for taking your first real estate course?

67 (a) meet license renewal requirements
123 (b) gain information for taking state exam
113 (c) gain personal knowledge for investments
85 (d) gain career information for part-time employment
34 (e) gain career information for employment upon retirement
28 (f) other - please list gain knowledge/ become broker/improve employment own knowledge/own use.

6. Did your primary reason for taking this course change after the principles course?

Yes 64 No 274

If yes,
52 (a) meet broker's license requirements
28 (b) specialize in a real estate career area (such as appraisal, investment, title, and etc.)
28 (c) gain more personal information
____ (d) gain more information for part-time employment
____ (e) gain more information for retirement employment
____ (f) other - please list To acquire license before requirements stiffen

7. If you have received or renewed a real estate license since your first enrollment, please complete.

69	Salesman	year received	1968/1972-12 1970-2/1948/1960/1973-38/1969/1971-5/1962
		year renewed	1971/1972-6/1973-7/1974-4
8	Brokers	year received	1971-2/1973-2/1965

8. Do you presently have a source of income from real estate sales? yes 60 no 233

If yes,

54 (a) Have a source of income other than real estate
12 (b) Depend entirely on real estate as a source of income

9. Did you find the textbook useful?
(1) all of the time - 97 (2) frequently - 93 (3) occasionally - 48
(4) never - 20

If never, check name of course.

12 (a) Principles
8 (b) Appraisal
12 (c) Law
11 (d) Finance (some stated; poor text, bad text, terrible text)
5 (e) Title Insurance

10. Do you plan to take other courses in real estate at San Jacinto College; yes 237 No 50

If yes,

134 (a) Appraisal
120 (b) Law
107 (c) Finance
28 (d) Title Insurance
4 (e) other - please list any other courses offered in future - 2
Real Estate Principles - 2